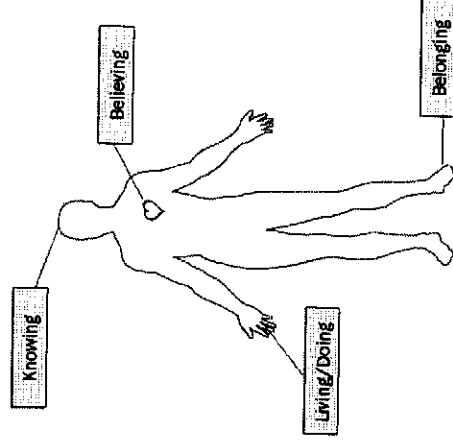


LOMED for the 21st Century: Powerful Learning Plan

In preparation for the Living and Learning Experience, each teacher fills in her or his own worksheet (two pages) and brings it to the event.

Learning that reaches your Noticing Targets



Congregation:	Congregation Emanu-El of the City of New York
Priority Goal:	Living Jewish Values ("Jewish values to live by")
Design Principle:	Learning will be anchored in caring, purposeful relationships

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בנין safes



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Powerful Learning Plan, continued

Teacher:	David Wolkin
Age level:	4 th Grade
Noticing Tool(s):	Student worksheets recording responses to prompts, Teacher recorded responses from participants on flip chart.
Content Area*: (Big Idea to be explored)	Tzedakah is a lifelong Jewish responsibility, distinct from charity, rooted in the fundamental Jewish concept of justice.

NOTICING TARGETS

Know:	Recognizing dilemmas faced by Biblical characters (or in other classical Jewish sources) and identify the Jewish values (tikkun olam and tikkun midot) that apply (know the story, recognize the dilemma, see the different values at play)
	<i>Prompt:</i> What are the Jewish values at play in this dilemma? What wisdom does Judaism offer about this situation?
Do:	Identifies times in his/her life that they are involved in tzedakah/tikkun olam
	<i>Prompt:</i> How do you personally engage in Tzedakah as a Jewish person?
Believe/ Value:	Feels that Tzedakah is an important act for Jewish people.
	<i>Prompt:</i> Why as a Jew should you care about giving tzedakah?
Belong:	Collaborates with fellow students towards increased tzedakah giving
	<i>Prompt:</i> How can you work together with your classmates to support one another in increased tzedakah giving?

*The Living and Learning Retreat on January 10 will help you to create a lesson using your noticing targets. You'll teach the lesson sometime between January 11 and March 14. In preparation for the retreat on January 10, please select the topic that will be the focus of that lesson, e.g. *Tu B'shevat*. Then identify the "big idea" or "core concept" that you will explore in your lesson. For example, for *Tu B'shevat*, the big idea or core concept might be "celebrating beginnings," or "Israel, our land of milk and honey."

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Information on Noticing Targets and Tools – 4th Grade Family Programs

David Wolkin

During the past two 4th grade family programs on Tzedakah we are able to record student responses to a number of our prompts through worksheets and having teachers record responses to some of our questions on a flip-chart.

In response to the prompt of “How can you work together with your classmates to support one another in increased tzedakah giving?”, here are three responses that we received:

1. Creating a phone chain of friends calling each other the day before religious school to pass around reminders about tzedakah
2. Altering one’s email signature to incorporate a reminder about giving tzedakah
3. Having a tzedakah container passed around in the lobby at the end of the Religious School day so that students/parents can give if they forgot at the beginning of the day.

To the prompt of “Why as a Jew should you care about giving tzedakah?”

1. When we were slaves in Egypt, it was as though we were the people who are poor today.
2. When we give, we help to create balance in the world, and so Jews do justice through giving Tzedakah.

In response to the prompt of “How do you personally engage in Tzedakah as a Jewish person?”, we received an email from one parent immediately following the program that detailed her child’s own recent social action work in response to the earthquake in Haiti. Here is a link to the article in question:
http://www.momlogic.com/2010/01/kids_raise_money_for_haiti.php

Here is the text of the article with names removed:

Kids Raise Money for Haiti Quake Relief

TUESDAY, JANUARY 19, 2010

Here's how I handled my own feelings of helplessness over Haiti with my youngest of three and her pal.

LS: C, 10, and T, 9, both fourth graders at the _____ School in Manhattan, decided to spend their Martin Luther King Day playdate doing something for Haiti. Rather than hanging out listening to music or watching television, these two young women thought they would appeal to New Yorkers to help them raise money to help the thousands who need a hand. So the girls baked 42 brownies, filled up a huge thermos with hot chocolate, and made a sign. After a few hours outside on an Upper West Side sidewalk, chanting "Help us raise money for Haiti -- hot chocolate and brownies!," the pair collected \$186.03 to donate to the cause. There is a collection box in the lobby of their school earmarked for Partners in Health, a health care organization that has been operating in Haiti for more than 20 years. That's where their money will go. The girls were overjoyed at the responses from people, most of whom were ready to gobble up their home-baked goods, but many of whom simply handed them money because it was all for a good cause. It was so much more than a playdate, and we are hoping the movement catches on! Why not spend that time with your children in an age-appropriate way, figuring out how you can raise money to help those who need it most at this critical time? You'll teach some life lessons in the process.